Department of Education

Annual Report

2003-04

GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

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Acknowledgements

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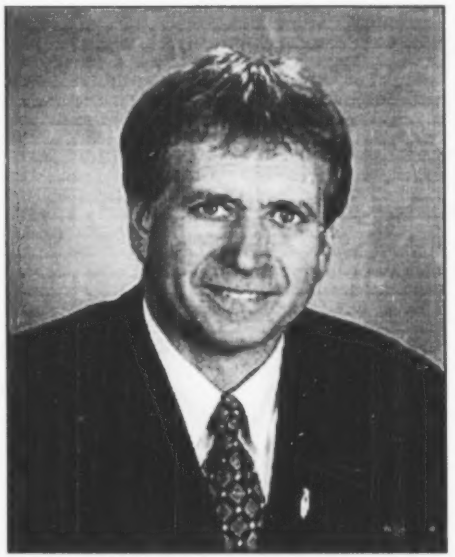
Message from the Minister of Education



As part of government's commitment to accountability to the public it serves, I am pleased to release the Department of Education's annual report for 2003-04.

The year 2003-04 was a transitional one. Following the provincial election of October, 2003, our new government began the process of implementing a plan to fulfill our Blueprint commitments within a fiscally responsible framework. As part of our commitment to a more streamlined, efficient government, K-12 and post-secondary aspects of learning were brought together to form one Department of Education.

We do face challenges. Enrolment decline in the K-12 sector, for example, affects all aspects of the system. However, we continue to develop innovative means to address this issue, including the expansion of quality distance education programming and services. We must be just as innovative in ensuring we can sustain a vibrant, diversified post-secondary sector which provides opportunity for all our citizens to achieve their goals for the future.

I look forward to the coming years; to building on our strengths and successes and to reporting on the many exciting developments to come.

I take this opportunity to thank the many people who devote their working lives to education in Newfoundland and Labrador, and express my particular appreciation for the thousands who volunteer their time and talents in various key roles. You have my sincere gratitude.

Tom Hedderson

Honourable Tom Hedderson
Minister

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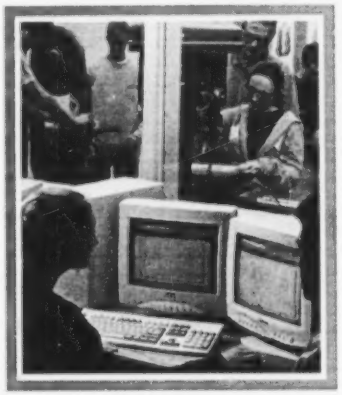

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Overview

The Department of Education is a dynamic organization charged with the responsibility of providing education to all its citizens from pre-school to post-secondary and beyond. At the K-12 level the department provides the enabling structures for the education of 82,000 students in schools. At the post-secondary level the department administers the acts governing post-secondary education in the province. In addition, the department is responsible for developing and coordinating early, family, basic and workplace literacy.

This report covers the period from April 1, 2003 to March 31, 2004. During this period the publicly-funded education delivery system consisted of 10 English-language school boards, the Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador (CSFP), Memorial University with four campuses including the Marine Institute and Sir Wilfred Grenfell, the 17 campuses of the College of the North Atlantic, the Provincial Information and Library Resources Board, the Newfoundland School for the Deaf, and the Literacy Development Council of Newfoundland and Labrador.

The department, subsequent to the restructuring process in February 2004, has five main program and service areas serving the education system:

1. **Curriculum and Programs**
   In the K-12 system, the department is responsible for developing and monitoring the province's curriculum; creating or selecting learning resources; developing and implementing distance learning activities; developing programs for improved teaching and learning; and providing teacher professional development for new curriculum areas. In addition, the department provides support services to children with special needs by administering student support programs and allocating a full range of personnel to school boards. In the post-secondary sector, the department is responsible for the development and monitoring of curriculum for entry-level and advanced-level apprenticeship training, and Adult Basic Education Program Levels I, II and III. The department also monitors and approves all curriculum offered in private colleges.

2. **Student Assessment and Certification**
   Responsibilities include the evaluation, monitoring, test development and certification processes for the K-12 system, and the administration of journeyperson certification examinations for designated trades, including the Interprovincial Standards Examinations for Red Seal trades.

Overview

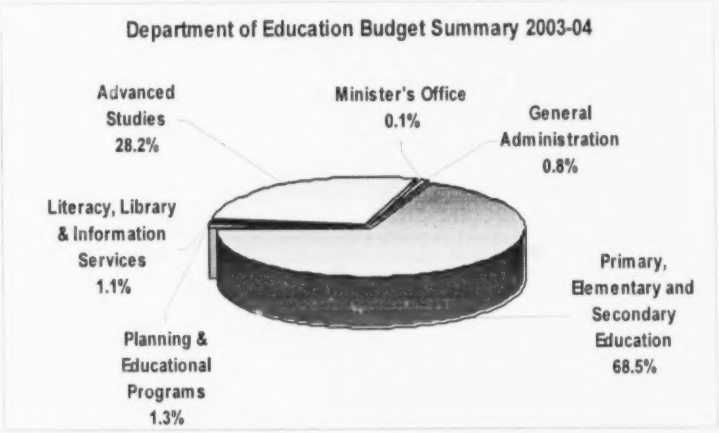
3. **Research, Records and Reporting/Accountability**
   Responsibilities include all major functions related to education system performance such as education statistics, planning, evaluation, accountability, policy development, and research. The department collects data and manages databases for core areas such as enrolment and graduate outcomes.

4. **Support to Federal, Provincial and Territorial Agreements & Initiatives**
   The Department of Education coordinates the activities of a number of federal/provincial agreements for which it is a key stakeholder such as Official Languages in Education, the Community Access Program and the Apprenticeship Training Federal Contribution Agreement; and provides support to several federal/provincial/territorial committees.

5. **Finance & Administration of the Department of Education and the Education System**
   Departmental responsibilities include: legislation, regulation, policy and directives related to the education system; human resource development; technology support; and financing K-12 and post-secondary systems.

6. **Student Financial Assistance**
   The department is responsible for all major functions related to student aid for post-secondary education including the provision of student loans and grants.

In 2003-04, the department had a budget of $825 million and 266 staff positions.


Department of Education Budget Summary 2003-04
Advanced Studies 28.2%
Minister's Office 0.1%
General Administration 0.8%
Literacy, Library & Information Services 1.1%
Primary, Elementary and Secondary Education 68.5%
Planning & Educational Programs 1.3%

In February 2004 the post-secondary education component of the former Department of Youth Services and Post-Secondary Education joined with the Department of Education. The new Department of Education is currently in the process of developing a strategic plan which will provide direction and focus for the entire education system over the next three years. The goals of the plan will be refined to ensure alignment with government's accountability framework.

Shared Commitments

The Department of Education continues to rely on the commitment and cooperation of a number of partners in the delivery of a high-quality educational system. Numerous boards and agencies play an important role in enabling the department to achieve its goals.

School Boards

School boards are directly responsible for the administration and operation of schools and school districts. This includes staffing, the distribution of resources, technology, repair and maintenance of school buildings, student transportation, and the development of instructional policies and practices.

School Councils

The *Schools Act 1997*, requires each school principal to establish a school council. School councils are required by legislation to provide meaningful input into the operation of each school by monitoring teaching and learning in the school, providing a report to be included in the annual school report, and providing advice to the school and school board.

Post-Secondary Education Institutions

The Board of Regents of Memorial University is responsible for the ongoing administration and operation of the four campuses of Memorial. The Board of Governors of the College of the North Atlantic has similar responsibilities for operation of 17 college campuses. The department works with the Newfoundland and Labrador Association of Career Colleges on issues impacting private career colleges, and works with apprentices, employers, colleges and the federal government to ensure apprentices receive the necessary work experience and technical training to become qualified and certified journeypersons.

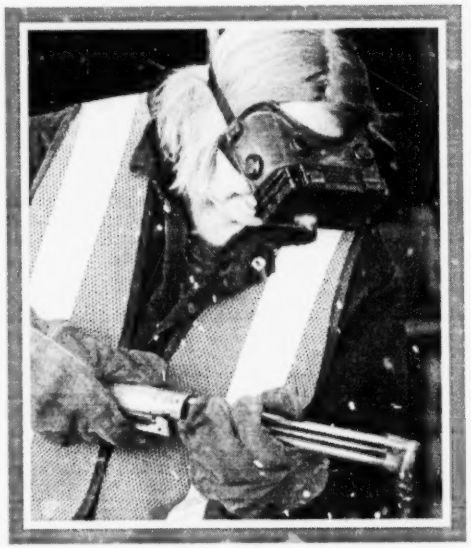
Labour Market Development

The department addresses the development of labour market policies and programs with other provincial departments, including Human Resources, Labour and Employment (HRLE), Industry, Trade and Rural Development (ITRD), and federal departments and agencies, including Human Resources and Skills Development Canada (HRSDC), the Department of Foreign Affairs and International Trade (DFAIT), Industry Canada, and the Atlantic Canada Opportunities Agency (ACOA).

Other Educational Agencies/Organizations

The Council of Higher Education, the Literacy Development Council of Newfoundland and Labrador, the Newfoundland and Labrador Student Loan Corporation, and the Newfoundland and Labrador Education Investment Corporation play a role in education planning and coordination. Other organizations such as the Newfoundland and Labrador Teachers' Association, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Federation of School Councils, the Canadian Federation of Students, and provincial student unions are involved in discussions which inform the department's policy development and decision-making processes.

Youth Services and Career Development
Prior to February 2004, the former Department of Youth Services and Post-Secondary Education was involved in the delivery of youth employment-related programs in partnership with HRLE. As part government's restructuring process, this function has since moved to the Department of Human Resources, Labour and Employment.



Outcomes of Objectives

Major themes of the draft strategic plan are used in the sections below to present the outcomes of the department's objectives for the 2003-04 fiscal year.

1. Enable Learners to Achieve High Standards

Improved Achievement

Criterion-Referenced Testing

Criterion-Referenced Tests (CRTs) are exams which are specifically matched to the curriculum taught in the province's schools. In June 2003, students in Grades 3 and 6 wrote language arts tests. Grade 9 students wrote tests in mathematics, science, language arts and core French.

- Grade 3 students continued to perform well in writing with 79 per cent meeting the provincial standard. Reading results showed that while 72 per cent of Grade 3 students were able to read with literal understanding, additional emphasis is required in the area of demonstrating ability for critical analysis.
- Sixty-five per cent of Grade 6 students were meeting the provincial standard for reading compared to 50 per cent in 2002. In addition, 82 per cent performed at the expected level in writing.
- Grade 9 students averaged 57 per cent on the CRT for mathematics compared to 51 per cent in 1999. For science, students scored an average 61 per cent compared to 55 per cent in 1999. In language arts there was also improvement with 66 per cent of students meeting the provincial standard for reading while 80 per cent were writing at that level. Finally, testing in core French indicated that students are able to communicate in French and understand spoken language. However, additional attention is required in the areas of fluency and written work.

Criterion-referenced testing is an important tool used to improve the teaching and learning processes in our schools. Scores obtained through this process allow administrators, teachers and learners to celebrate success and also identify areas for future improvement. Detailed results are available on the department's website at www.gov.nl.ca/edu/.

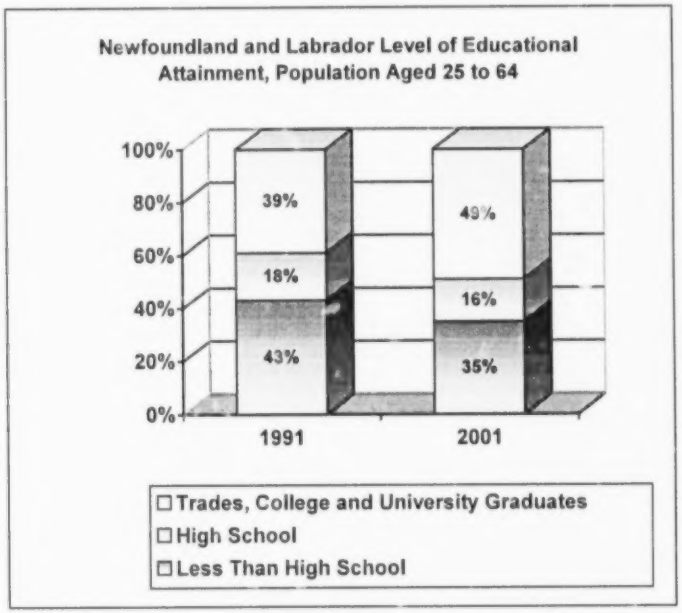
High School Results

High school results, released in July 2003, show that students achieved an overall pass rate of 89 per cent. For public exam courses, the pass rate was 85 per cent.

Improved Literacy Levels and General Education Levels of the Population

The Department of Education continues to partner with federal, provincial and community organizations to improve the literacy levels of all Newfoundlanders and Labradorians. There were a number of initiatives sponsored by the department and its literacy partners during 2003-04.

- In partnership with the National Literacy Secretariat and HRSDC, the department implemented the new ABE/Level I pilot in nine communities throughout the province.
- Early Childhood Literacy Grants totalling more than $237,000 were distributed to 31 non-profit community-based organizations. These grants were made available through the province's *Stepping into the Future* initiative.
- Transitional funding totaling approximately $200,000 was awarded to five adult literacy providers to enable the sites to continue to provide important literacy services to adult learners.
- Funds were provided from the Official Languages in Education program to enable the College of the North Atlantic to offer adult literacy programs to francophones in western Newfoundland.



Source: Pan –Canadian Education Indicators Program 2003

2. Promote and Support High Performance at All Levels of the Education System

Improved Responsiveness of the Education System

Throughout 2003-04 the department continued to focus on access and quality issues important to the provision of education for students in the K-12 and post-secondary systems. Affordability has also been a clear focus in the post-secondary system.

Access

As student enrolment in Newfoundland and Labrador continues to decline, the K-12 system has adapted by introducing a new and innovative way of delivering high quality programming. The Centre for Distance Learning and Innovation (CDLI) is successfully linking expert e-teachers with proven leadership abilities to many small rural schools to enable them to supplement their course offerings.

CDLI Statistics

	2002-03	2003-04	2004-05
Number of courses	18	25	35
Number of teachers	18.5	23.5	25.5 projected
Course Registrations	1000	1200	1600 projected
% Passes	88	90	N/A

Lack of connectivity in small communities throughout the province continues to be a key barrier to the implementation of distance learning. In June 2003, the department participated in the launching of a major initiative to begin improving connectivity in several communities. The *Connecting Learners and Communities* broadband initiative is a shared funding agreement between the provincial and federal governments, and Infrastructure Canada. The initiative is designed to provide high speed internet service to rural schools and the communities in which they are located.

A second major initiative of the department involved the development of multimedia learning objects (MLOs) for use by the students who are enrolled in courses which

have public examinations. Learning objects were developed for Mathematics 3204/05, French 3200, World History 3201, World Geography 3202, Chemistry 3202, Physics 3204, Earth Systems 3201, and English 3201.

The MLOs were made available for the 2003-04 school year so that students who write the public examinations in June are able to take advantage of the extra review and instruction provided by hundreds of learning clips. Because the learning objects are housed online, the students are able to access and use them from any location that has an Internet connection.

Community Access Program
The Canada/Newfoundland & Labrador Community Access Program (CAP) is a joint initiative between the Department of Education and Industry Canada to ensure that all residents of the province have convenient and affordable access to the Internet and the skills to use it effectively. A total of 188 CAP sites received funding during fiscal year 2003-04. In addition, under the CAP Youth Initiative (CAP-YI), a total of 80 youth interns between the ages of 15-30 were hired to work at CAP sites throughout the province. A significant effort was made during the year to focus on increasing the visibility and awareness of the Community Access Program through a Marketing/Promotion Campaign. Other activities included a provincial open house where CAP sites were able to showcase their services to the public and help raise the profile in their community, and *Make a Connection! 2003*, Newfoundland and Labrador's first provincial CAP Conference.

Accessibility to education in the post-secondary system includes the access to courses and programming as well as access to valuable work experience. In 2003-04 the department partnered with HRSDC and ACOA Newfoundland and Labrador in supporting a feasibility study on the need for further post-secondary education programs in the Central Newfoundland region. As well, the department announced a number of major initiatives designed to increase employment opportunities for work-term students and/or new graduates.

- **The Youth Apprenticeship Pilot Project for the Manufacturing Sector** was extended to the St. John's area with a focus on youth who have career interests in the manufacturing sector. The project allows employers to select, train and monitor the skills development of new employees and gives youth an opportunity to apply first-hand knowledge to career decision-making.

- **Enhancement of the Current Provincial Apprenticeship System** is a new project designed to meet the current and anticipated future shortage of skilled tradespeople across the country by expanding apprenticeship linkages within industry in order to create more employment opportunities for apprentices and tradespeople. Components of the project include the establishment of a web-based apprenticeship program information system providing easy access of up-to-date information to the public and apprenticeship stakeholders, and an apprenticeship employment directory. This project is funded under the Labour Market Development Agreement (LMDA).

- **Career Promotion Project & Inventory/Information System Project** As a member of the board of the Canadian Apprenticeship Forum, the department contributed to the development and implementation of two projects: A Career Promotion Project, with the goal of repositioning apprenticeship careers as a first-choice option among youth and their parents and educators, and an Inventory/Information System Project, with the goal of providing Canadians with an accessible and one-stop inventory/web portal of apprenticeship information. These projects will complement the current Enhancement of the Current Provincial Apprenticeship System initiative.

Quality

In 2003-04 there were a number of new K-12 curriculum development and implementation activities which highlight the department's commitment to provide responsive, up-to-date, high-quality educational programming. New implementations included: Mathematics in English and French immersion (Grade 4); revised Core French (Grade 5); Education Physique (Grades 1-6); Religious Education (Grades 7-9); Mathematics in English and French immersion (Grade 9); Économie canadienne 2233; Sciences de la nature curriculum in French first-language (Grades 7-9); Biologie 3231; Mathématiques 1233, 2231 and 3233; and English Language Arts 3201 and 3202.

In addition, new learning resources covering a varied list of courses were provided, and professional development sessions for school districts related to the implementation of all new curricula areas were delivered.

Federal-Provincial Programs
The Department of Education administers the Canada-Newfoundland and Labrador Bilateral Agreement for

French Minority-Language Education and French Second-Language Instruction. This cooperation agreement enables this province to obtain financial assistance from the federal government to defray additional costs related to the development, implementation and administration of French first-language and second-language programs. The department also administers the Special Agreement on Investment Measures for Quality Education in the Language of the Minority. This agreement funds projects and activities intended to enhance the quality of French first language programs in Newfoundland and Labrador. Departmental activities in 2003-04 relating to the agreement included:

- coordination of the publication of commissioned works in Grades 7-8 French language arts, highlighting the four Atlantic provinces;
- financial support through the Official Languages in Education program to schools to assist them in funding educational trips and exchanges to French Canada and to Saint Pierre;
- financial assistance (bursaries and fellowships) through the Official Languages in Education program to high school students, post-secondary students and teachers (K-12) to enhance their French language skills through organized programs at French-language colleges and universities; and
- financial assistance to Memorial University of Newfoundland to support the Programme Frecker, a one-semester French studies program offered in Saint Pierre.

The province also participated in the development of a kit entitled *Trousse d'appréciation de rendemnet en lecture: immersion française* to track literacy development (Grades 4-6), and a primary reading assessment kit entitled the Atlantic Canada Reading Assessment Resource through the Council of Atlantic Ministers of Education and Training (CAMET).

Apprenticeship, Certification and Industrial Training
Through regulation and cooperation with the private sector, the Industrial Training Section under the direction of the Provincial Apprenticeship and Certification Board, oversees the development of a skilled and qualified trade workforce. To ensure that apprenticeship training programs meet or exceed educational and industrial standards, the board continues to oversee the program accreditation initiative. Accreditation ensures quality programs and also provides an auditing mechanism for

provincial apprenticeship training programs that is independent of the post-secondary education system.

Private Training
In 2003-04 the Department of Education continued to work with individual private training institutions and the industry association – Newfoundland and Labrador Association of Career Colleges (NLACC) – to ensure the delivery of quality post-secondary programs which lead to employment for students of private training institutions. Throughout the year a total of 30 compliance reviews were conducted for private training institutions.

Affordability

The department implemented a number of new measures in 2003-04 to reduce the cost of post-secondary education and to reduce student debt.

- **Third consecutive tuition rate reduction at Memorial University and tuition freeze at the College of the North Atlantic.** Two million dollars was allocated in Budget 2003 to enable Memorial University to reduce tuition rates by a further five per cent, effective September 2003. Tuition fees for programs offered at the Marine Institute, Memorial University's Medical School and the College of the North Atlantic remained frozen.

- **Tax incentives for post-secondary students.** Incentives enabled individuals to receive a non-refundable tax credit for a portion of the principal payment on their Newfoundland and Labrador Student Loans.

In addition, an announcement in February 2004 by the provincial and federal governments will see significant changes to the administration of the student loan program resulting in better service for student borrowers. The new *Canada-Newfoundland and Labrador Administrative Integration Agreement* will see benefits to borrowers from:

- a single point of contact to manage their student loan;

- one student loan payment to be applied to both their federal and provincial loans; and

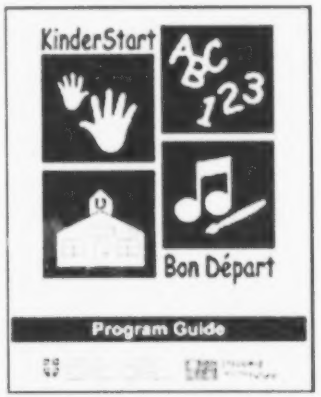
- a single application used to apply for benefits at both the federal and provincial levels such as Interest Relief and Revision of Terms.

The Newfoundland and Labrador Student Loan Corporation (NLSLC) has been established to provide financial management of the provincial student loan program.

Improved Transition of all Students into and Through the Education System

There are a number of transitions that occur as students enter, move through and leave the education system. Throughout 2003-04 the department continued to support the transition of students at all levels, through:

- funding and resources for Kinderstart, a program designed to help children adjust to the school environment and to provide parents and caregivers with information on how to prepare their child for school;
- opportunities for students to transfer course credits with ease between public post-secondary institutions; (314 courses transferable between the College of the North Atlantic, Memorial University of Newfoundland, and the Marine Institute);
- increased opportunities for Memorial University students to obtain credit for Advanced Placement courses taken in high school;
- increased employment opportunities for work-term students and new post-secondary graduates; and
- continued delivery of the College Transfer Year at five campuses of the College of the North Atlantic to enable students to complete first-year courses at CNA and receive university credits.



3. Build a Provincial Infrastructure of Support for the Education System

Improved Level and Scope of Support for Planning and Accountability

School Development (K-12)

Through experience, educators have come to understand more fully the importance of a planned and structured approach to school development, and the importance of data collection and interpretation in guiding decision-making and actions at the school-level.

As a means of fostering school level planning, the department initiated a provincial School Development program. Through this process schools will set long-term, measurable, and attainable goals to build on their strengths and to meet their challenges. During 2003-04 efforts were focused on the development of a number of framework documents in collaboration with school districts. These documents are being developed in preparation for field tests which are scheduled for the 2004-05 fiscal year. These provincial initiatives illustrate the commitment of the Department of Education, school districts, schools and other stakeholders to a planned, collaborative approach to improving student learning and achievement.

Strategic Planning and Annual Performance Reporting

Governing boards throughout the education system have been actively involved in strategic planning and annual reporting. The department, throughout 2003-04, continued to provide support and documentation to trustees and board members in the K-12 and post-secondary systems in an effort to align with the government-wide accountability framework. As we near the implementation deadline of March 2005, efforts will be focused on ensuring alignment with the planning and reporting criteria outlined in the framework.

Provision of Safe and Positive Learning Environments for All Students

A key mandate of the department is to provide safe and positive learning environments. Key initiatives related to this mandate included new activities in student support services and school/post-secondary infrastructure.

Student Support Services in the K-12 System

The department continued to provide leadership and support to personnel who work with children with special needs including those with learning disabilities, behaviour challenges, cognitive disabilities, autism, speech and language issues, vision/hearing issues, physical disabilities, and exceptional ability. Activities in 2003-04 included:

- continued support for the provincial Safe and Caring Schools Initiative with the addition of two new modules - Focus on Bullying and Focus on Harassment and Intimidation;
- training to implement the strategies and resources included in the document *Teaching Students with Autism Spectrum Disorders*;
- continued work with the Labrador School Board to address educational issues for students with Fetal Alcohol Spectrum Disorder;
- the delivery of summer institutes in the areas of managing challenging behaviours, autism, learning disabilities, and assistive technology; and
- continued work on the development of new documents/handbooks related to children with special needs, including an updated version of *Pathways to Programming and Graduation,* and *Meeting Behaviour Challenges.*

Infrastructure

In 2003-04, new all-grade schools were opened in Lawn, Burgeo, and Natuashish (federally funded). In addition, there was a junior/senior high school opened in Happy Valley/Goose Bay and a number of extensions and renovations to schools located throughout the province.

November 2003 marked the ground-breaking ceremony for a new Francophone school and community centre in St. John's. The new facility will play a fundamental role in preserving and promoting French language and culture in the province. The project is made possible through a partnership between the governments of Canada and Newfoundland and Labrador.

Since education reform in 1997, government has allocated $197 million for major capital school construction projects. This funding has been used to: construct new schools; redevelop and extend existing schools; renovate existing schools; undertake air quality studies and perform remediation where necessary; and

perform major maintenance such as repair and replacement of roofs, windows, and siding. In addition, government continues to reinvest savings associated with school consolidation back into the school system.

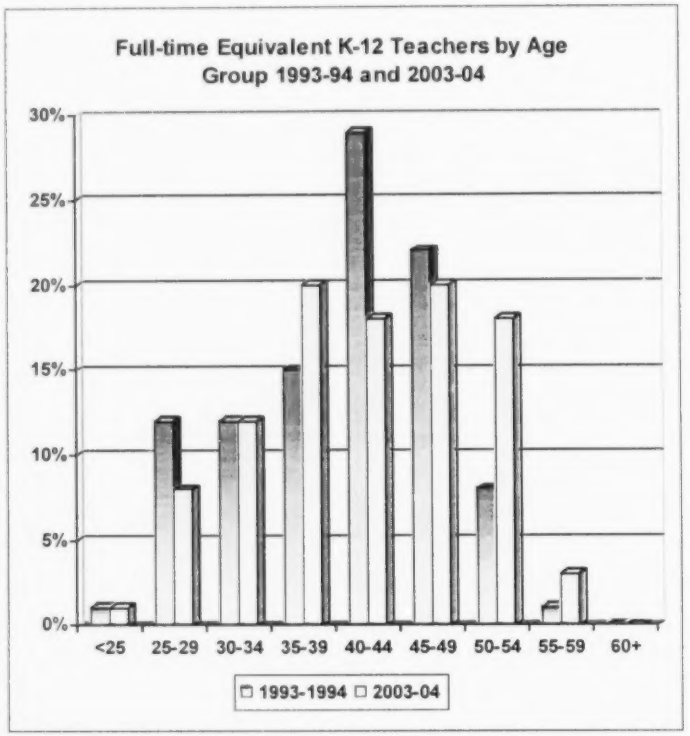
Infrastructure investments in the post-secondary system in 2003-04 included:

- $5 million to Memorial University for a capital infrastructure renewal program;
- an additional $2.1 million in the Memorial University Opportunity Fund; and
- additional capital works funding of $2.3 million for new windows and siding at the Prince Phillip Drive Campus of CNA.

Increased Public Knowledge of Key Aspects of the Education System

Public interest in education-related data, particularly student achievement data and graduate outcomes, is very high and increasing all the time. The department continues to collect information and report on a number of key topic areas.

- The Annual General Return (K-12) is completed by each school and provides the department with information on such things as student enrolment by grade, gender and age; course enrolment; special education enrolment by category; pre-school programs; and student access to computers and the Internet.
- The Educational Staff Record is a census of educational personnel working in the public K-12 school system. It provides a comprehensive profile of a teacher's workday and a picture of the composition of classes on a teacher's schedule, including average class size. As well, data are collected on special education services, guidance, administrative duties, multi-age settings, teacher qualifications versus assignment, teacher mobility, and teacher professional development needs.
- The apprenticeship study is documenting the experiences of apprentices as they progress through the apprenticeship system. This report is expected to be released early in the summer of 2004.



- Recent adult education research has been initiated to document the factors which promote and inhibit the participation of adults, particularly those in rural and distant settings, in educational activities such as upgrading, skills development, and lifelong learning.
- CareerSearch is an annual follow-up study of post-secondary graduates. It reports the labour market outcomes of graduates of each post-secondary program in the province including employment and earnings.

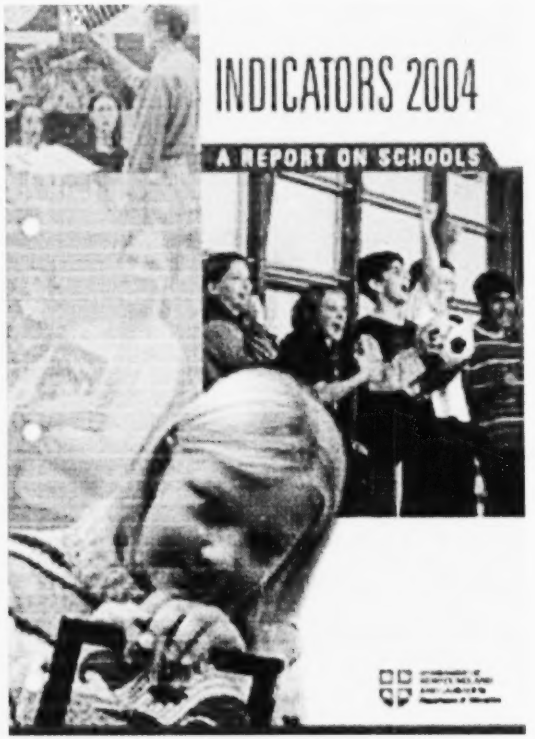
Department of Education publications are available on the departmental website at:
http://www.gov.nf.ca/edu

Indicators Report

Indicators 2004 - A Report on Schools, which provides school-level data on each school in Newfoundland and Labrador, was released in February 2004. The report provides a broad range of statistical data, including information on student achievement, graduation rates, attendance rates, participation in extra-curricular activities and average class size for each school in the province.

This report is a tool that enables a school community to identify areas which need attention and develop strategies to improve performance. It is also part of the Department of Education's continuing commitment to be accountable to the people it serves.

While information on individual schools has been available for several years through the department's web site, this is the first time such a wide range of statistical information has been assembled in one streamlined, reader-friendly document. The report is available on the department's web page at http://www.gov.nf.ca/edu/pub/ind04/main.htm.

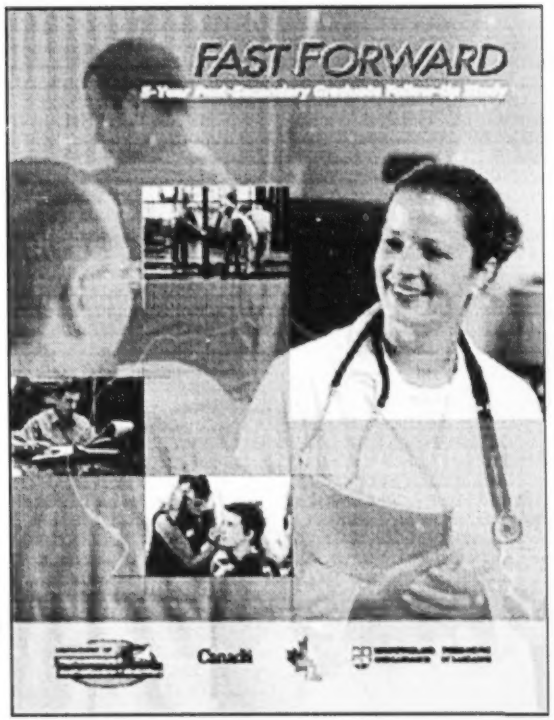


Graduate Follow-up Study

Fast-Forward, A 5-Year Post-Secondary Graduate Follow-up Study was released in March 2004. The report provides information on graduate employment and earning outcomes for 1995 post-secondary graduates, the relationship of education to employment, and the level of graduate satisfaction with their employment. Key findings from the report show that five years post graduation:

- 86% of graduates were employed in 2000 compared to 68 per cent in 1996;
- 80% of those employed were in a permanent job;
- 75% of graduates were employed in positions related to their education and training;
- 80% of graduates were satisfied with their wages; and
- one in four graduates had undertaken further educational pursuits following their 1995 graduation.

The research for Fast Forward was jointly funded by the Government of Canada and the Government of Newfoundland and Labrador under the Labour Market Development Agreement. The report is available on the department's web site at: http://www.gov.nl.ca/edu/pub/fiveyear/main.htm.



Boards & Agencies

Teacher Certification Board of Appeals

The Board of Appeals is established by the Minister to hear the appeals of: teachers who are aggrieved by decisions of the Registrar to issue, or refuse to issue, a teaching certificate or teaching licence; or a teacher or the Teacher Certification Committee respecting a decision of the Review Panel to cancel or suspend, or refuse to cancel or suspend, a teaching certificate or licence. The Board of Appeals did not meet during the 2003-04 fiscal year.

Teacher Certification Committee

The Teacher Certification Committee was established to make regulations, subject to approval of the Lieutenant-Governor in Council, respecting all areas of teacher certification. The committee can also advise the Registrar when the committee or the Registrar considers it necessary. The Teacher Certification Committee did not meet during 2003-04.

Teacher Certification Review Panel

The Certification Review Panel holds hearings, as required, to determine whether or not to suspend or cancel the teaching certificate or licence of a teacher who is guilty of gross misconduct or incompetence, or for other just cause. The Teacher Certification Review Panel met once during the 2003-04 year.

Student Financial Assistance Appeals Board

The Student Financial Services Board reviews appeals to determine whether the Student Financial Services Office had correctly applied the student financial need assessment and review criteria. During 2003-04 the board reviewed a total of 92 regular appeals of which 42 were approved and 50 were denied.

The Student Loan Remission Appeals Committee

The Student Loan Remission Appeals Committee reviews loan remission appeals to determine whether the Student Financial Services Office had correctly applied the assessment and review criteria. During 2003-04, the committee reviewed a total of 51 appeals with eight being approved and the remaining 43 denied.

Challenges and Opportunities

Challenges

Improving Academic Achievement
Improving academic achievement and preparing students for success continues to be the main focus of the provincial education system. Identifying and addressing focused areas for improvement such as gender differences in achievement and participation will continue to be key challenges for the department.

Provincial Demographics
The province has approximately 650 sparsely populated communities within a vast geographic area. Newfoundland and Labrador has the lowest birth rate in Canada and has experienced a dramatic drop in the student-age population. Ensuring an accessible, affordable, high-quality education system throughout the province in an era of declining enrolments will continue to be a significant challenge for the K-12 and post-secondary systems.

Financing the Education System
Out-migration has resulted in a smaller working-age tax base to support the delivery of high quality education services. This, combined with increasing capital infrastructure demands and other inflationary costs such as school/institutional utilities, student transportation and salary increases, will continue to set the stage for significant challenges in the delivery of educational services in the province.

Opportunities

Focus on Areas for Improvement
Through the use of detailed performance measures the department will be able to identify areas for improvement. Integrated planning at the departmental, board, post-secondary institution, and school levels will enable the development of initiatives to address these areas.

Private Training
The department continues to investigate alternate regulatory regimes for private training, which take into account the interest of the institutions, but also ensure adequate student protection. This is particularly relevant to the matters of security and financial viability.

Early Childhood Development
Enhanced federal funding programs offer the opportunity to build on early childhood learning experiences such as the Kinderstart orientation program. New programs can be focused on identifying children at risk and providing supports to these children to improve educational success.

Connectivity
Continued enhancements to the Centre for Distance Learning and Innovation infrastructure, curriculum, and professional development activities will play a crucial role in equalizing educational opportunities between urban and rural students.

STATEMENT OF EXPENDITURE AND RELATED REVENUE
SUMMARY FOR THE YEAR ENDED MARCH 31, 2004
(Unaudited)

Expenditure and revenue figures included in this document are based on the Public Accounts.

	Actual ($)	Estimates Amended ($)	Original ($)
Minister's Office (13.1.1.01 and 26.1.1.01)			
Total	556,685	676,500	676,500
General Administration (13.1.2.01 – 13.1.2.04 and 26.1.2.01)			
Total	6,355,160	6,510,900	5,792,300
Primary, Elementary and Secondary Education (13.2.1.01 – 13.2.3.03)			
Financial Assistance (13.2.1.01 – 13.2.1.09)	559,642,554	560,253,800	556,745,600
Program Development (13.2.2.01 – 13.2.2.02)	1,114,982	1,504,700	1,466,000
Student Support Services (13.2.3.01 – 13.2.3.03)	3,395,657	3,466,000	3,708,500
Total	564,153,193	565,224,500	561,920,100
Planning & Educational Programs (13.3.1.01 – 13.3.2.04)			
Educational Programs (13.3.1.01 – 13.3.1.03)	7,128,180	7,158,000	7,032,500
Community Access & Distance Learning (13.3.2.01 – 13.3.2.04)	5,158,525	3,342,800	7,610,600
Total	12,286,705	10,500,800	14,643,100
Literacy, Library & Information Services (13.4.1.01 – 13.4.2.02)			
Literacy Policy Services (13.4.1.01)	938,712	1,166,100	941,100
Public Library & Information Services (13.4.2.01 – 13.4.2.02)	8,182,700	8,182,700	8,182,700
Total	9,121,412	9,348,800	9,123,800
Advanced Studies (26.3.1.01 – 26.3.5.02)			
Post-Secondary Education (26.3.1.01 – 26.3.1.05)	1,723,675	1,903,000	1,879,200
Memorial University of Newfoundland (26.3.2.01 – 26.3.2.02)	151,137,432	149,220,100	145,255,600
College of the North Atlantic (26.3.3.01 – 26.3.3.02)	51,886,213	53,483,700	53,430,700
Student Aid (26.3.4.01 – 26.3.4.03)	24,593,842	27,260,800	25,017,100
Industrial Training (26.3.5.01 – 26.3.5.02)	635,220	1,135,400	684,100
Total	229,976,382	233,003,000	226,266,700
Total Department	822,449,537	825,264,500	818,422,500

Key Statistics 2003-04

Kindergarten to Grade 12

Schools & School Boards

- 11 school boards (10 Anglophone; 1 Francophone)
- 316 schools (305 public schools)
- Of the 305 public schools 14.1% had enrolments of less than 50 students, 30.5% had enrolments between 50 -199, 33.4% had enrolments of 200-399, and 22% had enrolments of 400 or more
- 34.4% of schools were located in urban[1] areas, while the remaining 65.6% were located in rural areas of the province

Students

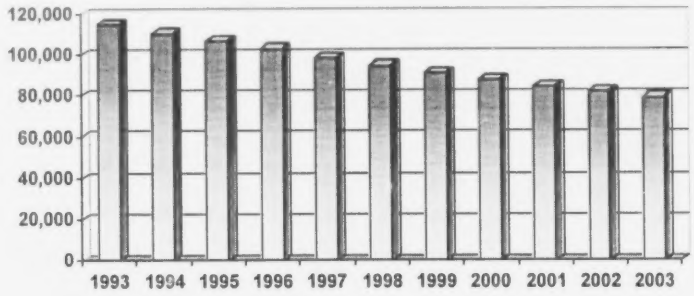
- 81,458 students of which 11,611 received special education support (public schools)
- 55.8% of students were enrolled in schools in urban[1] setting, while the remaining 44.2% of students were enrolled in rural schools

Teachers

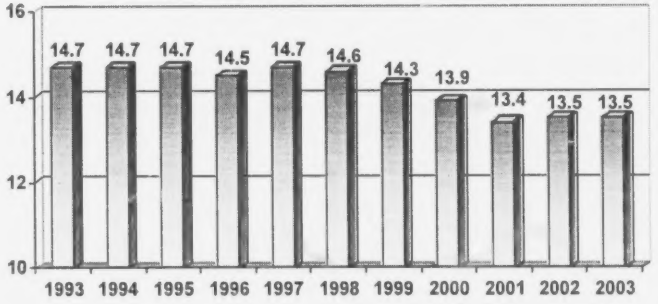
- 5,954 full-time equivalent teachers and administrators
- 1,969 substitute teachers
- 646 student assistants

[1] Urban includes cities, towns and metropolitan areas with a population of 5,000 or more. Rural includes all others.

Full-time Equivalent (FTE) Pupils 1993-94 to 2003-04



Pupil-Teacher Ratio, 1993-94 to 2003-04



Key Statistics 2003-04

Post-Secondary

Institutions

In 2003-04 the province had one university with four campuses, one public college with 17 campuses, and 33 private colleges.

Students

Institution	Fall 2003
Memorial University	17,222
Marine Institute	1,094
College of the North Atlantic	6,627
Private Colleges	2,628

Apprenticeship Program

Throughout 2003-04, 909 new apprentices were registered and 389 journeyperson certificates were issued. In total there were 4,800 registered apprentices in 37 designated trades active in the provincial apprenticeship system.

International Education

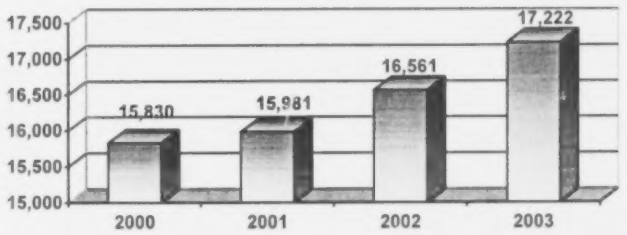
In the fall of 2003, enrolments in the secondary and post-secondary education systems included a total of 763 international students (19 secondary and 744 post-secondary). In addition there were 591 international students studying Newfoundland and Labrador curriculum in China.

Student Loans Portfolio 2003-04

Item	Number of Units	Dollars Spent
Applications Received	15,022	N/A
Applications Approved[1]	11,648	$34,813,932
Loan Remission	568	$4,686,894
Deferred Bursary	275	$254,154
Canada Study Grants for Students with Disabilities	38	$147,493
Canada Study Grants for Students with Dependents	722	$838,016

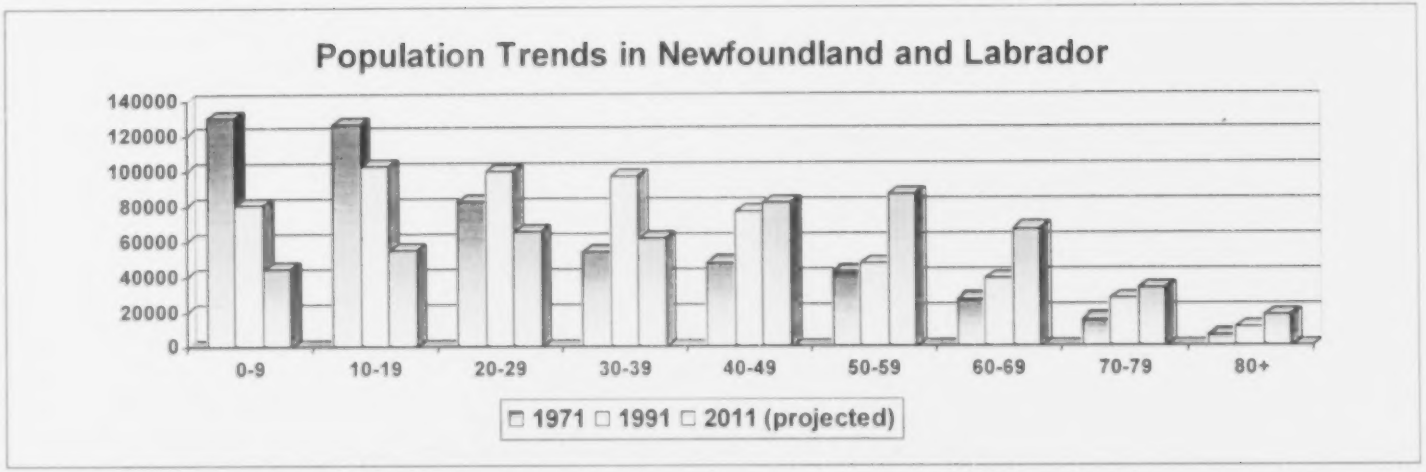
[1] Newfoundland and Labrador loans only

Memorial University Enrolments 2000-2003



Key Statistics 2003-04

Provincial Demographics



Source: Economics & Statistics Branch, Newfoundland and Labrador Statistics Agency

Demographic factors such as changing fertility rates, out-migration, and an aging population have had a profound impact on the school-aged and post-secondary populations.

- K-12 enrolment has declined by 50% from a peak of 162,818 students in 1971 to 81,458 in 2003-04.
- While the declining K-12 enrolment can be expected to have implications for post-secondary institutions in the long term, the feeder population is projected to remain relatively constant until 2008-09.